

Compact for the Future of West Virginia

Principles

- Focus on the needs of the state – quality of life and economy – not on the needs of institutions
- Focus on students/clients, not on providers
- Focus primarily on the *ends/goals* to be achieved – and measuring progress toward those goals, rather than the specific *means* to achieve these goals. The specific implementation strategies emphasize statewide initiatives of the Policy Commission in contrast to the detailed implementation strategies of institutions as reflected in the institutional compacts and master plans.
- Emphasize aggressive strategies for change – given the serious gaps in performance and severe resource constraints.
- Emphasize doing better at lower cost within the constraints of limited student/family and state/taxpayer strategies
- Emphasize *both* developing the capacity of state institutions to serve state needs *and* the capacity of West Virginia to complement in-state capacity by drawing up the best available out-of-state education programs and services to meet the needs of each of the state's regions
- Emphasize accountability based on performance at every level of the system
- Other?

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Overall Goal: To align WV higher education system to contribute to the long-term growth and diversification of West Virginia's economy. Target: to increase West Virginia's per capita income to – or above – the national average by the Year 2020.

Strategic Theme/Goal	Baseline	Benchmarks	Six-Year Goals	Strategies to Achieve Goals
<p>Preparation for higher education and lifelong learning.</p> <p>The preparation in mathematics, reading, and writing of West Virginia youth completing high school will be at the level of the best performing states</p>	<p>Measuring Up 2000 grade for "Preparation." (D+) Raw scores for category including course taking in math and science, proficiency in math, reading, and writing, math proficiency for low income students, performance on college entrance exams, etc.</p>	<p>Top performing states</p>	<ul style="list-style-type: none"> • All high school graduates will have completed the ACT core courses or career preparation courses • The percent of new high school graduates requiring remediation will not exceed 5 percent. • 25 percent of high school graduates will have completed successfully 6-12 hours of Advanced Placement or dual credit coursework. • The West Virginia profile of ACT scores will match or exceed the national profile scores. • Ninety percent of high school freshmen will graduate and be 	<ul style="list-style-type: none"> • Coordinate and cooperate with the Department of Education and school systems on the implementation of 2003 graduation requirements and the measurement of course competency. • Provide incentives for academic achievement, PROMISE, Engineering, Science Technology Scholarship Program, Underwood-Smith Teachers Scholarship, etc. • Establish high collegiate admissions standards effective 2005. • Coordinate vocational/technical and community college sites to facilitate joint programming and sharing of resources. • Provide annual feedback to high schools on the

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			<p>prepared to enter a traditional collegiate program, an occupational program, or enter the workforce directly.</p> <ul style="list-style-type: none"> • Regional variances in graduation rate, academic preparation, and post-secondary participation will not exceed 5 percent. • Students in all regions of the state will have access to Advanced Placement and dual credit offerings. • All adults and previous high school graduates will have access to necessary developmental education in convenient locations and at convenient times throughout the state. • Adult illiteracy will be reduced by at least 25 percent in all regions of the 	<p>academic performance of their graduates.</p> <ul style="list-style-type: none"> • Communicate with middle and high schools regarding the expectations for college preparation and performance. • Cooperate with school systems on establishing and providing assistance for pre and post-employment education of teachers. • Ensure a full senior-year curriculum and high expectations on performance. • Implement a broad-based information program to influence student's academic decisions and course-taking patterns beginning in the fifth grade. • Ensure an ongoing forum for secondary teachers and college faculty to coordinate the content of courses required for college and occupational programs.

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			state.	
<p>Participation in higher education</p> <p>The participation of West Virginia young adults and working age adults in higher education will be at the level of the best performing states. No significant disparities will exist among the counties of West Virginia in the participation of young adults in higher education</p>	<p>Measuring Up 2000 grade for category of "Participation." (D+) Raw scores for high school to college rate, young adult enrollment, and working age adult enrollment.</p> <p>Ratio of Fall 2000 First-time Full-time Freshman to Spring 2000 high school graduates by county. Ratio of Fall 2000 part-time enrollment to 2000 population age 25-34 by county</p>	<p>Top performing states</p> <p>Counties with highest participation rates in Fall 2000</p>	<ul style="list-style-type: none"> • Levels of both young and working adults' participation rates in higher education will be at the national average. • Post-secondary participation rate of 3 percent in each county. • Adult enrollment increased by 50 percent in all regions. • CTC traditional age enrollment increased by 25 percent. • A continuing process will be developed between higher education, secondary education, and employers that define and redefine workplace educational needs. • 50 percent of high school students enrolled in Tech-Prep programs will complete the 	<ul style="list-style-type: none"> • Assign the primary role for adult literacy improvement to the state's community colleges. • Higher education adult participation rates should move all counties to at least the average state rate for Fall 2000. • Move all state public employers to require at least a high school level education for employment. • Measure higher education adult participation and retention rates throughout the state. • Forgivable loan programs for graduates who stay in the state working in shortage fields. • Credits for in-service or pre-service training needs. • Life-long learning credits for every citizen over 25. • A minimum of 5 associate, 5 baccalaureate and 5 graduate programs

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			<p>associate degree program within one year of graduation and 50 percent will receive both a degree and diploma at the end of the 12th grade.</p> <ul style="list-style-type: none"> • High school students completing the International Baccalaureate program will be guaranteed completion of most baccalaureate programs in three years. • Postsecondary education participation rate of 70 percent. 	<p>and 5 graduate programs available to all citizens by Fall 2002 at convenient locations and time with no requirement to relocate to a campus site.</p>
<p>Affordability of higher education.</p> <p>No West Virginia citizen will be denied an opportunity for a college education because of financial need</p>	<p>Measuring Up 2000 grade for category of "Affordability" (D). Raw scores for category and components (family ability to pay at community colleges and four-year colleges, need-based financial aid, low-priced colleges, low debt)</p>	<p>Top performing states</p>	<ul style="list-style-type: none"> • Guaranteed access to post-secondary education and training. • Two-year education available to all citizens at reasonable cost. • Clear definition of shared responsibility for cost of education between students, 	<ul style="list-style-type: none"> • Establish a tuition and fee policy in Fall 2001 which is sensitive to the cost of education and the ability to pay. • Reward academic achievement and financial planning for college.

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			<p>state, federal government and institutions.</p> <ul style="list-style-type: none"> Decentralized administration of financial aid programs with improved service to students and reduced administrative costs. 	
<p>Educated citizenry and competitive workforce.</p> <p>West Virginia – and every region of West Virginia – will have an educated citizenry and a competitive workforce with the knowledge and skills necessary to raise the standard of living and quality of life throughout the state.</p>	<p>Education attainment for WV and each county as reported by 2000 Census (data available in 2002).</p>		<ul style="list-style-type: none"> Create a total of 5,000 new jobs Improve the productivity and job preparation of 5,000 employees per year. Increase the number of certificate degrees awarded by 50%. Increase the number of associate degrees awarded by 20% Increase the number of residents completing a certificate or associate degree in technical programs by 20% Increase the number of customized education or training 	<ul style="list-style-type: none"> Create new opportunity for economic development. Focus on technology-based economic development and job enhancement. Double the percentage of graduates in Math, sciences, computer science, engineering and related technologies, and health related fields.

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			programs delivered to employers by 25%	
Research Focus West Virginia's economy will be driven by targeted research efforts that result in intellectual products and applications of technology enhancing the competitive advantage of the state, industries and citizens. Funding should be focused on existing strengths and projects supported by industry, federal or foundation sources.	2001 Institutional Compact and Masterplans External research funding levels Number and dollar value of patents and royalties. Jobs created. Economic contributions		<ul style="list-style-type: none"> Establish national stature for selected centers and institutes. Attain NSF top 100 funding status for WVU. Double the annual patent and royalty income. Create 2,000 new research related jobs. 	<ul style="list-style-type: none"> Competitive funding for applied research centers targeted in economic development. Link space needs and funding priorities to external funding volume. Fund adequately infrastructure for research capacity, especially technology and renovations. Establish a matching program for instrumentation and equipment. Establish a matching program for outstanding faculty scholars.
Focus, efficiency and alignment. The state's public higher education capacity will be focused, efficient, and aligned with strategies to achieve long-term education, social, and economic revitalization of the regions in which they are located and the state as	Education attainment for WV and each county as reported by 2000 Census (data available in 2002). Estimates of adult literacy by county. National Adult Literacy Survey (data available in 2003).		<ul style="list-style-type: none"> Maximize efficiency and economical delivery of services. Sixty percent of community and technical college students completing a certificate or an associate degree or still enrolled within five-years of initial enrollment. 	<ul style="list-style-type: none"> Establish a matching program for outstanding faculty scholars and scholarships. Mission, program scope and administrative processes will be examined by the HEPC to maximize service to citizens in all regions.

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a whole.			<p>enrollment.</p> <ul style="list-style-type: none"> • The percentage of students successfully completing national or state licensure/certification exams in field of study will exceed 90 percent. • Adult illiteracy levels will be reduced by 25 percent. • GED awards will double. • Seventy-five percent of students enrolled in developmental courses will successfully complete those courses and the next subsequent college-level course. • The percentage of adult students enrolled in developmental courses will increase by 50 percent. • Physical plant quality index will be less than 5 percent. 	<ul style="list-style-type: none"> • Seamless curricula projects will be completed in each of the cluster/major areas by all community and technical colleges. • Administrative costs and staffing will be reduced by 20 percent with an offsetting increase in education resources and staffing. • Develop and implement a program to replace up to 50 percent of current faculty due to retirement and turnover.

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	2001 institutional compacts and master plans		<ul style="list-style-type: none"> • All instructional facilities will be adequate to deliver quality programs and courses. • Distance and media-enhanced enrollments will exceed 25 percent of total enrollments. 	